Student Name: _____ Date of Birth: _____ SAIS Number: _____

LEVEL I, FORM 2-M MATHEMATICS
NUMBER SENSE

STANDARDS STATUS REPORT
FUNCTIONAL AND READINESS LEVELS

SCORING: Use the Analytic Scoring Tool (AST) to determine the score for each essential skill the student demonstrates. Circle the score obtained in the appropriate column using the designated color for that review date. Items in parentheses are examples to help you frame your professional judgment. Examples are not exhaustive. Scoring is based on the listed examples or other similar tasks as noted in the comments section. Teachers should feel free to add any comments to clarify student skills; e.g., how student performs task by telling, drawing, using manipulatives, abacus, number lines, number charts, arithmetic tables, pointing to numerals, printing numerals, using calculators or computer. Use this form as a guide to enter the data in the web-based alternate assessment data entry system.

MATHEMATICS STANDARDS AND PERFORMANCE OBJECTIVES

STANDARD 1: NUMBER SENSE
Students develop number sense and use numbers and number relationships to acquire basic facts, to solve a wide variety of problems, and to determine the reasonableness of results.

FUNCTIONAL (Ages 3-21)
Within the functional context of home, school, work, and community environments, students know and are able to do the following:

STANDARD 1: NUMBER SENSE	**Comments**	**Emergent**	**Supported**	**Functional**	**Independent**
FUNCTIONAL (Ages 3-21)		**See AST Score 1-3**	**See AST Score 4-6**	**See AST Score 7-10**	**See AST Score 11**
1M-FS1. Develop an understanding of number meanings and relationships.					
PO 1. Demonstrate number concepts 1, 2, and 3 (e.g., pick 1 from a choice of 2, hand out 2 milks to each child at lunch, use 2 plastic bags when bagging bottled grocery items).		**P B R** **1 1 1** **2 2 2** **3 3 3**	**P B R** **4 4 4** **5 5 5** **6 6 6**	**P B R** **7 7 7** **8 8 8** **9 9 9** **10 10 10**	**P B R** **11 11 11**

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STANDARD 1: NUMBER SENSE	**Comments**	**Emergent**	**Supported**	**Functional**	**Independent**
FUNCTIONAL (Ages 3-21) 1M-FS1 continued		**See AST Score 1-3**	**See AST Score 4-6**	**See AST Score 7-10**	**See AST Score 11**
PO 2. Demonstrate concept of "more," "one more."		**P B R** **1 1 1** **2 2 2** **3 3 3**	**P B R** **4 4 4** **5 5 5** **6 6 6**	**P B R** **7 7 7** **8 8 8** **9 9 9** **10 10 10**	**P B R** **11 11 11**
PO 3. Communicate age (e.g., showing number of fingers to represent age, state age, show identification card which communicates age/date of birth).		**P B R** **1 1 1** **2 2 2** **3 3 3**	**P B R** **4 4 4** **5 5 5** **6 6 6**	**P B R** **7 7 7** **8 8 8** **9 9 9** **10 10 10**	**P B R** **11 11 11**
PO 4. Read written numerals, 0-12 (e.g., clock face).		**P B R** **1 1 1** **2 2 2** **3 3 3**	**P B R** **4 4 4** **5 5 5** **6 6 6**	**P B R** **7 7 7** **8 8 8** **9 9 9** **10 10 10**	**P B R** **11 11 11**
PO 5. Demonstrate concept of "none."		**P B R** **1 1 1** **2 2 2** **3 3 3**	**P B R** **4 4 4** **5 5 5** **6 6 6**	**P B R** **7 7 7** **8 8 8** **9 9 9** **10 10 10**	**P B R** **11 11 11**
PO 6. Read aloud written numerals up to 100.		**P B R** **1 1 1** **2 2 2** **3 3 3**	**P B R** **4 4 4** **5 5 5** **6 6 6**	**P B R** **7 7 7** **8 8 8** **9 9 9** **10 10 10**	**P B R** **11 11 11**

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STANDARD 1: NUMBER SENSE	Comments	Emergent	Supported	Functional	Independent
FUNCTIONAL (Ages 3-21)		**See AST Score 1-3**	**See AST Score 4-6**	**See AST Score 7-10**	**See AST Score 11**
1M-FS2. Demonstrate 1-to-1 correspondence between elements in collections (sets) (e.g., 9 blocks is as many as 9 ducks).					
PO 1. Match groups having equal numbers of objects up to 10.		**P B R** **1 1 1** **2 2 2** **3 3 3**	**P B R** **4 4 4** **5 5 5** **6 6 6**	**P B R** **7 7 7** **8 8 8** **9 9 9** **10 10 10**	**P B R** **11 11 11**
PO 2. Using a model of sets up to 10, complete partial sets (e.g., determine how many more or less are needed).		**P B R** **1 1 1** **2 2 2** **3 3 3**	**P B R** **4 4 4** **5 5 5** **6 6 6**	**P B R** **7 7 7** **8 8 8** **9 9 9** **10 10 10**	**P B R** **11 11 11**
PO 3. Distribute or indicate distribution of items into equal sets (e.g., 1 milk carton per student, pass out 1 pencil or workbook to each student at beginning of class, 1 place setting per person, divide cards for any number of players).		**P B R** **1 1 1** **2 2 2** **3 3 3**	**P B R** **4 4 4** **5 5 5** **6 6 6**	**P B R** **7 7 7** **8 8 8** **9 9 9** **10 10 10**	**P B R** **11 11 11**
1M-FS3. Use manipulative (concrete materials) to count, order, and group.					
PO 1. Count to 10 using concrete objects (e.g., count out treats, student supplies for group art activity, get 10 books, get 5 cases of vegetables to stock shelves).		**P B R** **1 1 1** **2 2 2** **3 3 3**	**P B R** **4 4 4** **5 5 5** **6 6 6**	**P B R** **7 7 7** **8 8 8** **9 9 9** **10 10 10**	**P B R** **11 11 11**
PO 2. Count out requested number of objects up to 10 with an example (e.g., set of objects, number line).		**P B R** **1 1 1** **2 2 2** **3 3 3**	**P B R** **4 4 4** **5 5 5** **6 6 6**	**P B R** **7 7 7** **8 8 8** **9 9 9** **10 10 10**	**P B R** **11 11 11**

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STANDARD 1: NUMBER SENSE	Comments	Emergent	Supported	Functional	Independent
FUNCTIONAL (Ages 3-21) 1M-FS3 continued		**See AST Score 1-3**	**See AST Score 4-6**	**See AST Score 7-10**	**See AST Score 11**
PO 3. Count out requested number of objects up to 10 without an example.		**P B R** **1 1 1** **2 2 2** **3 3 3**	**P B R** **4 4 4** **5 5 5** **6 6 6**	**P B R** **7 7 7** **8 8 8** **9 9 9** **10 10 10**	**P B R** **11 11 11**
PO 4. Match number of objects to number symbol.		**P B R** **1 1 1** **2 2 2** **3 3 3**	**P B R** **4 4 4** **5 5 5** **6 6 6**	**P B R** **7 7 7** **8 8 8** **9 9 9** **10 10 10**	**P B R** **11 11 11**
PO 5. Locate object of given ordinal number using left to right progression in groups of up to 10 (e.g., take or indicate the first/last chair, 3rd child, or 2nd book).		**P B R** **1 1 1** **2 2 2** **3 3 3**	**P B R** **4 4 4** **5 5 5** **6 6 6**	**P B R** **7 7 7** **8 8 8** **9 9 9** **10 10 10**	**P B R** **11 11 11**
PO 6. Count out requested number of objects up to 100 without an example.		**P B R** **1 1 1** **2 2 2** **3 3 3**	**P B R** **4 4 4** **5 5 5** **6 6 6**	**P B R** **7 7 7** **8 8 8** **9 9 9** **10 10 10**	**P B R** **11 11 11**
1M-FS4. Identify and use money (bills/coins) in real-world situations.					
PO 1. Match coins to purchase an item (e.g., use cue card with visual or tactile representation of coins when using vending machines).		**P B R** **1 1 1** **2 2 2** **3 3 3**	**P B R** **4 4 4** **5 5 5** **6 6 6**	**P B R** **7 7 7** **8 8 8** **9 9 9** **10 10 10**	**P B R** **11 11 11**

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STANDARD 1: NUMBER SENSE	**Comments**	**Emergent**	**Supported**	**Functional**	**Independent**
FUNCTIONAL (Ages 3-21) 1M-FS4 continued		**See AST Score 1-3**	**See AST Score 4-6**	**See AST Score 7-10**	**See AST Score 11**
PO 2. Count out requested number of dollar bills up to 10 with an example (e.g., number line).		**P B R** **1 1 1** **2 2 2** **3 3 3**	**P B R** **4 4 4** **5 5 5** **6 6 6**	**P B R** **7 7 7** **8 8 8** **9 9 9** **10 10 10**	**P B R** **11 11 11**
PO 3. Identify amount of purchase (e.g., by looking at register, listening to clerk, or asking, "How much do I owe?").		**P B R** **1 1 1** **2 2 2** **3 3 3**	**P B R** **4 4 4** **5 5 5** **6 6 6**	**P B R** **7 7 7** **8 8 8** **9 9 9** **10 10 10**	**P B R** **11 11 11**
PO 4. Given a purchase price, students determine if they have a sufficient amount of money to pay for the item with or without a visual/tactile strategy (e.g., given a specified amount of money, use a number line, next dollar, or the calculator strategy and newspaper sale's ads to determine whether there is enough money for a purchase or to buy lunch).		**P B R** **1 1 1** **2 2 2** **3 3 3**	**P B R** **4 4 4** **5 5 5** **6 6 6**	**P B R** **7 7 7** **8 8 8** **9 9 9** **10 10 10**	**P B R** **11 11 11**
PO 5. Identify coin/dollar equivalent.		**P B R** **1 1 1** **2 2 2** **3 3 3**	**P B R** **4 4 4** **5 5 5** **6 6 6**	**P B R** **7 7 7** **8 8 8** **9 9 9** **10 10 10**	**P B R** **11 11 11**

Student: _____ Date of Birth: _____ SAIS Number: _____

STANDARD 1: NUMBER SENSE AND OPERATIONS	**Comments**	**Emergent**	**Supported**	**Functional**	**Independent**
READINESS (Kindergarten)		**See AST Score 1-3**	**See AST Score 4-6**	**See AST Score 7-10**	**See AST Score 11**
1M-R1. Understand and apply numbers, ways of representing numbers, the relationships among numbers and different number systems.					
PO 1. Make a model to represent a given whole number 0 through 20.		**P B R** **1 1 1** **2 2 2** **3 3 3**	**P B R** **4 4 4** **5 5 5** **6 6 6**	**P B R** **7 7 7** **8 8 8** **9 9 9** **10 10 10**	**P B R** **11 11 11**
PO 2. Identify orally a whole number represented by a model with a word name and symbol 0 through 20. (When presented with three objects, say 3 and write the numeral 3).		**P B R** **1 1 1** **2 2 2** **3 3 3**	**P B R** **4 4 4** **5 5 5** **6 6 6**	**P B R** **7 7 7** **8 8 8** **9 9 9** **10 10 10**	**P B R** **11 11 11**
PO 3. Count aloud, forward to 20 or backward from 10, in consecutive order (0 through 20)		**P B R** **1 1 1** **2 2 2** **3 3 3**	**P B R** **4 4 4** **5 5 5** **6 6 6**	**P B R** **7 7 7** **8 8 8** **9 9 9** **10 10 10**	**P B R** **11 11 11**
PO 4. Identify whole numbers through 20 in or out of order.		**P B R** **1 1 1** **2 2 2** **3 3 3**	**P B R** **4 4 4** **5 5 5** **6 6 6**	**P B R** **7 7 7** **8 8 8** **9 9 9** **10 10 10**	**P B R** **11 11 11**

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STANDARD 1: NUMBER SENSE AND OPERATIONS	**Comments**	**Emergent**	**Supported**	**Functional**	**Independent**
READINESS (Kindergarten) 1M-R1 continued		**See AST Score 1-3**	**See AST Score 4-6**	**See AST Score 7-10**	**See AST Score 11**
PO 5. Write whole numbers through 20 in or out of order.		**P B R** **1 1 1** **2 2 2** **3 3 3**	**P B R** **4 4 4** **5 5 5** **6 6 6**	**P B R** **7 7 7** **8 8 8** **9 9 9** **10 10 10**	**P B R** **11 11 11**
PO 6. Construct equivalent forms of whole numbers, using manipulatives, through 10 (e.g., + = +).		**P B R** **1 1 1** **2 2 2** **3 3 3**	**P B R** **4 4 4** **5 5 5** **6 6 6**	**P B R** **7 7 7** **8 8 8** **9 9 9** **10 10 10**	**P B R** **11 11 11**
PO 7. Compare two whole numbers through 20.		**P B R** **1 1 1** **2 2 2** **3 3 3**	**P B R** **4 4 4** **5 5 5** **6 6 6**	**P B R** **7 7 7** **8 8 8** **9 9 9** **10 10 10**	**P B R** **11 11 11**
PO 8. Recognize the ordinal numbers through fifth (i.e., first, second, third, etc).		**P B R** **1 1 1** **2 2 2** **3 3 3**	**P B R** **4 4 4** **5 5 5** **6 6 6**	**P B R** **7 7 7** **8 8 8** **9 9 9** **10 10 10**	**P B R** **11 11 11**

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STANDARD 1: NUMBER SENSE AND OPERATIONS	**Comments**	**Emergent**	**Supported**	**Functional**	**Independent**
READINESS (Kindergarten) 1M-R1 continued		**See AST Score 1-3**	**See AST Score 4-6**	**See AST Score 7-10**	**See AST Score 11**
PO 9. Order three or more whole numbers through 20 (least to greatest or greatest to least).		**P B R** **1 1 1** **2 2 2** **3 3 3**	**P B R** **4 4 4** **5 5 5** **6 6 6**	**P B R** **7 7 7** **8 8 8** **9 9 9** **10 10 10**	**P B R** **11 11 11**
PO 10. Identify penny, nickel, dime, quarter, and dollar by using manipulatives or pictures.		**P B R** **1 1 1** **2 2 2** **3 3 3**	**P B R** **4 4 4** **5 5 5** **6 6 6**	**P B R** **7 7 7** **8 8 8** **9 9 9** **10 10 10**	**P B R** **11 11 11**
1M-R2. Understand and apply numerical operations and their relationship to one another.					
PO 1. Model addition through sums of 10 using manipulatives.		**P B R** **1 1 1** **2 2 2** **3 3 3**	**P B R** **4 4 4** **5 5 5** **6 6 6**	**P B R** **7 7 7** **8 8 8** **9 9 9** **10 10 10**	**P B R** **11 11 11**
PO 2. Model subtraction with minuends of 10 using manipulatives.		**P B R** **1 1 1** **2 2 2** **3 3 3**	**P B R** **4 4 4** **5 5 5** **6 6 6**	**P B R** **7 7 7** **8 8 8** **9 9 9** **10 10 10**	**P B R** **11 11 11**

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STANDARD 1: NUMBER SENSE AND OPERATIONS	**Comments**	**Emergent**	**Supported**	**Functional**	**Independent**
READINESS (Kindergarten) 1M-R2 continued		**See AST Score 1-3**	**See AST Score 4-6**	**See AST Score 7-10**	**See AST Score 11**
PO 3. Select the operation to solve word problems using numbers 0 through 9.		**P B R** **1 1 1** **2 2 2** **3 3 3**	**P B R** **4 4 4** **5 5 5** **6 6 6**	**P B R** **7 7 7** **8 8 8** **9 9 9** **10 10 10**	**P B R** **11 11 11**
PO 4. Solve word problems presented orally using addition or subtraction with numbers through 9.		**P B R** **1 1 1** **2 2 2** **3 3 3**	**P B R** **4 4 4** **5 5 5** **6 6 6**	**P B R** **7 7 7** **8 8 8** **9 9 9** **10 10 10**	**P B R** **11 11 11**
PO 5. Identify the symbols +, -, =.		**P B R** **1 1 1** **2 2 2** **3 3 3**	**P B R** **4 4 4** **5 5 5** **6 6 6**	**P B R** **7 7 7** **8 8 8** **9 9 9** **10 10 10**	**P B R** **11 11 11**
PO 6. Use grade-level appropriate mathematical terminology.		**P B R** **1 1 1** **2 2 2** **3 3 3**	**P B R** **4 4 4** **5 5 5** **6 6 6**	**P B R** **7 7 7** **8 8 8** **9 9 9** **10 10 10**	**P B R** **11 11 11**

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STANDARD 1: NUMBER SENSE AND OPERATIONS	**Comments**	**Emergent**	**Supported**	**Functional**	**Independent**
READINESS (Kindergarten)		**See AST Score 1-3**	**See AST Score 4-6**	**See AST Score 7-10**	**See AST Score 11**
1M-R3. Use estimation strategies reasonably and fluently.					
PO 1. Solve problems using a variety of mental computations and reasonable estimations.		**P B R** **1 1 1** **2 2 2** **3 3 3**	**P B R** **4 4 4** **5 5 5** **6 6 6**	**P B R** **7 7 7** **8 8 8** **9 9 9** **10 10 10**	**P B R** **11 11 11**

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LEVEL I, FORM 2-M MATHEMATICS
DATA ANALYSIS AND PROBABILITY

STANDARDS STATUS REPORT
FUNCTIONAL AND READINESS LEVELS

SCORING: Use the Analytic Scoring Tool (AST) to determine the score for each essential skill the student demonstrates. Circle the score obtained in the appropriate column using the designated color for that review date. Items in parentheses are examples to help you frame your professional judgment. Examples are not exhaustive. Scoring is based on the listed examples or other similar tasks as noted in the comments section. Teachers should feel free to add any comments to clarify student skills; e.g., how student performs task by telling, drawing, printing, using computer, Brailler, or printed word. Use this form as a guide to enter the data in the web-based alternate assessment data entry system.

STANDARD 2: DATA ANALYSIS AND PROBABILITY
Students use data collection and analysis, statistics, and probability to make valid inferences, decisions, and arguments and to solve a variety of problems.

FUNCTIONAL (Ages 3-21)
Within the functional context of home, school, work, and community environments, using assistive technology, students know and are able to do the following:

STANDARD 2: DATA ANALYSIS AND PROBABILITY	**Comments**	**Emergent**	**Supported**	**Functional**	**Independent**
FUNCTIONAL (Ages 3-21)		**See AST Score 1-3**	**See AST Score 4-6**	**See AST Score 7-10**	**See AST Score 11**
2M-FS1. Compare and sort objects by their physical attributes.					
PO 1. Show curiosity about objects and their unique characteristics.		**P B R** **1 1 1** **2 2 2** **3 3 3**	**P B R** **4 4 4** **5 5 5** **6 6 6**	**P B R** **7 7 7** **8 8 8** **9 9 9** **10 10 10**	**P B R** **11 11 11**

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STANDARD 2: DATA ANALYSIS AND PROBABILITY	**Comments**	**Emergent**	**Supported**	**Functional**	**Independent**
FUNCTIONAL (Ages 3-21) 2M-FS1 continued		**See AST Score 1-3**	**See AST Score 4-6**	**See AST Score 7-10**	**See AST Score 11**
PO 2. Group objects as same/different.		**P B R** **1 1 1** **2 2 2** **3 3 3**	**P B R** **4 4 4** **5 5 5** **6 6 6**	**P B R** **7 7 7** **8 8 8** **9 9 9** **10 10 10**	**P B R** **11 11 11**
PO 3. Using 1-to-1 correspondence, match by each characteristic of the following characteristics: shape, size, color, texture, weight, and/or length.		**P B R** **1 1 1** **2 2 2** **3 3 3**	**P B R** **4 4 4** **5 5 5** **6 6 6**	**P B R** **7 7 7** **8 8 8** **9 9 9** **10 10 10**	**P B R** **11 11 11**
PO 4. Arrange objects according to size (e.g., organize measuring cups or mixing bowls by size).		**P B R** **1 1 1** **2 2 2** **3 3 3**	**P B R** **4 4 4** **5 5 5** **6 6 6**	**P B R** **7 7 7** **8 8 8** **9 9 9** **10 10 10**	**P B R** **11 11 11**
PO 5. Group objects by 1 to 3 characteristics (e.g., bagging groceries–hard/heavy, soft/light; sort medicine–big red capsule/small blue tablet).		**P B R** **1 1 1** **2 2 2** **3 3 3**	**P B R** **4 4 4** **5 5 5** **6 6 6**	**P B R** **7 7 7** **8 8 8** **9 9 9** **10 10 10**	**P B R** **11 11 11**
PO 6. Sort by categories (e.g., putting canned goods together, sorting clothing by light/dark for clothes washing).		**P B R** **1 1 1** **2 2 2** **3 3 3**	**P B R** **4 4 4** **5 5 5** **6 6 6**	**P B R** **7 7 7** **8 8 8** **9 9 9** **10 10 10**	**P B R** **11 11 11**

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STANDARD 2: DATA ANALYSIS AND PROBABILITY	**Comments**	**Emergent**	**Supported**	**Functional**	**Independent**
FUNCTIONAL (Ages 3-21)		**See AST Score 1-3**	**See AST Score 4-6**	**See AST Score 7-10**	**See AST Score 11**
2M-FS2. Create concrete displays of data; understand and use elementary tables, graphs, and charts to make decisions.					
PO 1. Demonstrate understanding of daily activity schedule by following a sequence (e.g., picture directions, tangible schedule boxes, follow activity schedule using a clock face).		**P B R** **1 1 1** **2 2 2** **3 3 3**	**P B R** **4 4 4** **5 5 5** **6 6 6**	**P B R** **7 7 7** **8 8 8** **9 9 9** **10 10 10**	**P B R** **11 11 11**
PO 2. Demonstrate understanding of calendars including days, yesterday, today, tomorrow, weeks, months, and years (e.g., by recording special events, work schedule, mark days off on calendar, and determine how many days to holiday, birthday, doctor's appointment).		**P B R** **1 1 1** **2 2 2** **3 3 3**	**P B R** **4 4 4** **5 5 5** **6 6 6**	**P B R** **7 7 7** **8 8 8** **9 9 9** **10 10 10**	**P B R** **11 11 11**
PO 3. Create a visual or tactile report or chart to communicate information or data (e.g., weight chart, chart of classroom projects, classroom routines, and personal management).		**P B R** **1 1 1** **2 2 2** **3 3 3**	**P B R** **4 4 4** **5 5 5** **6 6 6**	**P B R** **7 7 7** **8 8 8** **9 9 9** **10 10 10**	**P B R** **11 11 11**
PO 4. Use a tally system to keep track of objects or events (e.g., use a tally system to determine how many times you raised your hand, to do inventory of supplies available, to keep score of classroom games, to keep track of number of cans of water added to juice mixture).		**P B R** **1 1 1** **2 2 2** **3 3 3**	**P B R** **4 4 4** **5 5 5** **6 6 6**	**P B R** **7 7 7** **8 8 8** **9 9 9** **10 10 10**	**P B R** **11 11 11**

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STANDARD 2: DATA ANALYSIS AND PROBABILITY	Comments	Emergent	Supported	Functional	Independent
FUNCTIONAL (Ages 3-21)		See AST Score 1-3	See AST Score 4-6	See AST Score 7-10	See AST Score 11
2M-FS 3. Use number skills to solve a variety of real-world problems.					
PO 1. Use counting skills to solve problems (e.g., count number of chairs at a table and get enough place settings/napkins).		P B R 1 1 1 2 2 2 3 3 3	P B R 4 4 4 5 5 5 6 6 6	P B R 7 7 7 8 8 8 9 9 9 10 10 10	P B R 11 11 11
PO 2. Follow directions with ordinal numbers (e.g., meet you on the 4th floor, get off at the 2nd bus stop, go to the 3rd door on the right).		P B R 1 1 1 2 2 2 3 3 3	P B R 4 4 4 5 5 5 6 6 6	P B R 7 7 7 8 8 8 9 9 9 10 10 10	P B R 11 11 11
PO 3. Determine how many more/less are needed (e.g., washing machine requires 6 quarters for wash cycle-student has 2 quarters-how many more are needed? student has 8 quarters-how many will be left after putting 6 quarters in the washing machine?).		P B R 1 1 1 2 2 2 3 3 3	P B R 4 4 4 5 5 5 6 6 6	P B R 7 7 7 8 8 8 9 9 9 10 10 10	P B R 11 11 11
PO 4. Use computation skills to solve problems (e.g., checkbook balances, using a calculator, compute costs of purchases when shopping).		P B R 1 1 1 2 2 2 3 3 3	P B R 4 4 4 5 5 5 6 6 6	P B R 7 7 7 8 8 8 9 9 9 10 10 10	P B R 11 11 11
PO 5. Develop budget to cover expenses (e.g., groceries, clothing, bills, savings, and recreation).		P B R 1 1 1 2 2 2 3 3 3	P B R 4 4 4 5 5 5 6 6 6	P B R 7 7 7 8 8 8 9 9 9 10 10 10	P B R 11 11 11

Student: _____ Date of Birth: _____ SAIS Number: _____

STANDARD 2: DATA ANALYSIS, PROBABILITY, AND DISCRETE MATHEMATICS	**Comments**	**Emergent**	**Supported**	**Functional**	**Independent**
READINESS (Kindergarten)		**See AST Score 1-3**	**See AST Score 4-6**	**See AST Score 7-10**	**See AST Score 11**
2M-R1. Understand and apply data collection, organization and representation to analyze and sort data.					
PO 1. Formulate questions to collect data in contextual situations.		**P B R** **1 1 1** **2 2 2** **3 3 3**	**P B R** **4 4 4** **5 5 5** **6 6 6**	**P B R** **7 7 7** **8 8 8** **9 9 9** **10 10 10**	**P B R** **11 11 11**
PO 2. Interpret a pictograph.		**P B R** **1 1 1** **2 2 2** **3 3 3**	**P B R** **4 4 4** **5 5 5** **6 6 6**	**P B R** **7 7 7** **8 8 8** **9 9 9** **10 10 10**	**P B R** **11 11 11**
PO 3. Answer questions about a pictograph.		**P B R** **1 1 1** **2 2 2** **3 3 3**	**P B R** **4 4 4** **5 5 5** **6 6 6**	**P B R** **7 7 7** **8 8 8** **9 9 9** **10 10 10**	**P B R** **11 11 11**
PO 4. Formulate questions based on data displayed in graphs, charts, and tables.		**P B R** **1 1 1** **2 2 2** **3 3 3**	**P B R** **4 4 4** **5 5 5** **6 6 6**	**P B R** **7 7 7** **8 8 8** **9 9 9** **10 10 10**	**P B R** **11 11 11**

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STANDARD 2: DATA ANALYSIS, PROBABILITY, AND DISCRETE MATHEMATICS	**Comments**	**Emergent**	**Supported**	**Functional**	**Independent**
READINESS (Kindergarten) 2M-R1 continued		**See AST Score 1-3**	**See AST Score 4-6**	**See AST Score 7-10**	**See AST Score 11**
PO 5. Solve problems based on simple graphs, charts, and tables.		**P B R** **1 1 1** **2 2 2** **3 3 3**	**P B R** **4 4 4** **5 5 5** **6 6 6**	**P B R** **7 7 7** **8 8 8** **9 9 9** **10 10 10**	**P B R** **11 11 11**
2M-R3. Understand and demonstrate the systematic listing and counting of possible outcomes.					
PO 1. Make arrangements that represent the number of combinations that can be formed by pairing items taken from 2 sets, using manipulatives (e.g., How many outfits can one make with 2 different color shirts and 2 different pairs of pants?)		**P B R** **1 1 1** **2 2 2** **3 3 3**	**P B R** **4 4 4** **5 5 5** **6 6 6**	**P B R** **7 7 7** **8 8 8** **9 9 9** **10 10 10**	**P B R** **11 11 11**
PO 2. Color pictures with the least number of colors so that no common edges share the same color (increased complexity throughout grade levels).		**P B R** **1 1 1** **2 2 2** **3 3 3**	**P B R** **4 4 4** **5 5 5** **6 6 6**	**P B R** **7 7 7** **8 8 8** **9 9 9** **10 10 10**	**P B R** **11 11 11**

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LEVEL I, FORM 2-M MATHEMATICS
PATTERNS, ALGEBRA, AND FUNCTIONS

STANDARDS STATUS REPORT
FUNCTIONAL AND READINESS LEVELS

SCORING: Use the Analytic Scoring Tool (AST) to determine the score for each essential skill the student demonstrates. Circle the score obtained in the appropriate column using the designated color for that review date. Items in parentheses are examples to help you frame your professional judgment. Examples are not exhaustive. Scoring is based on the listed examples or other similar tasks as noted in the comments section. Teachers should feel free to add any comments to clarify student skills; e.g., how student performs task by telling, drawing, printing, using computer, Brailler, or printed word. Use this form as a guide to enter the data in the web-based alternate assessment data entry system.

STANDARD 3: PATTERNS, ALGEBRA, AND FUNCTIONS
Students use algebraic methods to explore, model, and describe patterns, relationships, and functions involving numbers, shapes, data, and graphs within a variety of problem-solving situations.

READINESS (Kindergarten)
Students know and are able to do the following:

STANDARD 3: PATTERNS, ALGEBRA, AND FUNCTIONS	**Comments**	**Emergent**	**Supported**	**Functional**	**Independent**
READINESS (Kindergarten)		**See AST Score 1-3**	**See AST Score 4-6**	**See AST Score 7-10**	**See AST Score 11**
3M-R1. Identify patterns and apply pattern recognition to reason mathematically.					
PO 1. Communicate orally a grade-level appropriate pattern.		**P B R** **1 1 1** **2 2 2** **3 3 3**	**P B R** **4 4 4** **5 5 5** **6 6 6**	**P B R** **7 7 7** **8 8 8** **9 9 9** **10 10 10**	**P B R** **11 11 11**

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STANDARD 3: PATTERNS, ALGEBRA, AND FUNCTIONS	**Comments**	**Emergent**	**Supported**	**Functional**	**Independent**
READINESS (Kindergarten) 3M-R1 continued		**See AST Score 1-3**	**See AST Score 4-6**	**See AST Score 7-10**	**See AST Score 11**
PO 2. Extend simple repetitive patterns using manipulatives.		**P B R** **1 1 1** **2 2 2** **3 3 3**	**P B R** **4 4 4** **5 5 5** **6 6 6**	**P B R** **7 7 7** **8 8 8** **9 9 9** **10 10 10**	**P B R** **11 11 11**
PO 3. Create grade-level appropriate patterns.		**P B R** **1 1 1** **2 2 2** **3 3 3**	**P B R** **4 4 4** **5 5 5** **6 6 6**	**P B R** **7 7 7** **8 8 8** **9 9 9** **10 10 10**	**P B R** **11 11 11**

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LEVEL I, FORM 2M MATHEMATICS
GEOMETRY

STANDARDS STATUS REPORT
FUNCTIONAL AND READINESS LEVELS

SCORING: Use the Analytic Scoring Tool (AST) to determine the score for each essential skill the student demonstrates. Circle the score obtained in the appropriate column using the designated color for that review date. Items in parentheses are examples to help you frame your professional judgment. Examples are not exhaustive. Scoring is based on the listed examples or other similar tasks as noted in the comments section. Teachers should feel free to add any comments to clarify student skills; e.g., how student performs task by telling, drawing, printing, using computer, Brailler, or printed word. Use this form as a guide to enter the data in the web-based alternate assessment data entry system.

STANDARD 4: GEOMETRY

Students use geometric methods, properties, and relationships as a means to recognize, draw, describe, connect, and analyze shapes and representations in the physical world.

FUNCTIONAL (Ages 3-21)

Within the functional context of home, school, work, and community environments, students know and are able to do the following:

STANDARD 4: GEOMETRY	**Comments**	**Emergent**	**Supported**	**Functional**	**Independent**
READINESS (Kindergarten)		**See AST Score 1-3**	**See AST Score 4-6**	**See AST Score 7-10**	**See AST Score 11**
4M-R1. Analyze the attributes and properties of 2- and 3- dimensional shapes and develop mathematical arguments about their relationships.					
PO 1. Identify 2-dimensional shapes by attribute (size, shape, and number of sides.		**P B R** **1 1 1** **2 2 2** **3 3 3**	**P B R** **4 4 4** **5 5 5** **6 6 6**	**P B R** **7 7 7** **8 8 8** **9 9 9** **10 10 10**	**P B R** **11 11 11**

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STANDARD 4: GEOMETRY	**Comments**	**Emergent**	**Supported**	**Functional**	**Independent**
READINESS (Kindergarten) 4M-R1 continued		**See AST Score 1-3**	**See AST Score 4-6**	**See AST Score 7-10**	**See AST Score 11**
PO 2. Identify concepts and terms of position and size in contextual situations: • Inside/outside • Above/below/between • Smaller/larger • Longer/shorter		**P B R** **1 1 1** **2 2 2** **3 3 3**	**P B R** **4 4 4** **5 5 5** **6 6 6**	**P B R** **7 7 7** **8 8 8** **9 9 9** **10 10 10**	**P B R** **11 11 11**
PO 3. Identify shapes in different environments (e.g., nature, buildings, classroom).		**P B R** **1 1 1** **2 2 2** **3 3 3**	**P B R** **4 4 4** **5 5 5** **6 6 6**	**P B R** **7 7 7** **8 8 8** **9 9 9** **10 10 10**	**P B R** **11 11 11**

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FORM 2 MATHEMATICS
MEASUREMENT AND DISCRETE MATHEMATICS

STANDARDS STATUS REPORT
FUNCTIONAL AND READINESS LEVELS

SCORING: Use the Analytic Scoring Tool (AST) to determine the score for each essential skill the student demonstrates. Circle the score obtained in the appropriate column using the designated color for that review date. Items in parentheses are examples to help you frame your professional judgment. Examples are not exhaustive. Scoring is based on the listed examples or other similar tasks as noted in the comments section. Teachers should feel free to add any comments to clarify student skills; e.g., how student performs task by telling, drawing, printing, using computer, Brailler, or printed word. Use this form as a guide to enter the data in the web-based alternate assessment data entry system.

STANDARD 5: MEASUREMENT AND DISCRETE MATHEMATICS
Students make and use direct and indirect measurement, metric and U.S. customary, to describe and compare the real world and to prepare for the study of discrete functions, fractals, and chaos that have evolved out of the age of technology.

FUNCTIONAL (Ages 3-21)
Within the functional context of home, school, work, and community environments, students know and are able to do the following:

STANDARD 5: MEASUREMENT AND DISCRETE MATHEMATICS	**Comments**	**Emergent**	**Supported**	**Functional**	**Independent**
FUNCTIONAL (Ages 3-21)		**See AST Score 1-3**	**See AST Score 4-6**	**See AST Score 7-10**	**See AST Score 11**
5M-FS1. Use measurement in real-world situations.					
PO 1. Demonstrate understanding of more and less.		**P B R** **1 1 1** **2 2 2** **3 3 3**	**P B R** **4 4 4** **5 5 5** **6 6 6**	**P B R** **7 7 7** **8 8 8** **9 9 9** **10 10 10**	**P B R** **11 11 11**

Student: _____ Date of Birth: _____ SAIS Number: _____

STANDARD 5: MEASUREMENT AND DISCRETE MATHEMATICS	**Comments**	**Emergent**	**Supported**	**Functional**	**Independent**
FUNCTIONAL (Ages 3-21) 5M-FS1 continued		**See AST Score 1-3**	**See AST Score 4-6**	**See AST Score 7-10**	**See AST Score 11**
PO 2. Match number name to a given quantity (e.g., get 3 apples at the grocery store) as depicted through concrete or pictorial representation.		**P B R** **1 1 1** **2 2 2** **3 3 3**	**P B R** **4 4 4** **5 5 5** **6 6 6**	**P B R** **7 7 7** **8 8 8** **9 9 9** **10 10 10**	**P B R** **11 11 11**
PO 3. Demonstrate ability to use measurement tools (e.g., measure ingredients for cooking using 1 cup measure, teaspoon, and tablespoon; measure appropriate amounts of pet food, cleaning solutions, detergent for laundry).		**P B R** **1 1 1** **2 2 2** **3 3 3**	**P B R** **4 4 4** **5 5 5** **6 6 6**	**P B R** **7 7 7** **8 8 8** **9 9 9** **10 10 10**	**P B R** **11 11 11**
PO 4. Use temperature measurement to make decisions (e.g., adjust bath water, determine presence of a fever, select appropriate clothing, and select appropriate stove and/or oven temperature, adjust thermostat for comfort and economy).		**P B R** **1 1 1** **2 2 2** **3 3 3**	**P B R** **4 4 4** **5 5 5** **6 6 6**	**P B R** **7 7 7** **8 8 8** **9 9 9** **10 10 10**	**P B R** **11 11 11**
PO 5. Tell time to the hour/half hour using analog or digital clocks.		**P B R** **1 1 1** **2 2 2** **3 3 3**	**P B R** **4 4 4** **5 5 5** **6 6 6**	**P B R** **7 7 7** **8 8 8** **9 9 9** **10 10 10**	**P B R** **11 11 11**

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STANDARD 5: MEASUREMENT AND DISCRETE MATHEMATICS	**Comments**	**Emergent**	**Supported**	**Functional**	**Independent**
FUNCTIONAL SKILLS (Ages 3-21) 5M-FS1 continued		**See AST Score 1-3**	**See AST Score 4-6**	**See AST Score 7-10**	**See AST Score 11**
PO 6. Use time measurements to make decisions (e.g., set alarm clock, set timer for cooking, use clock to follow a work schedule or determine if early or late for an appointment, estimate quantity of time needed to complete an activity such as getting ready for work, washing hair).		**P B R** **1 1 1** **2 2 2** **3 3 3**	**P B R** **4 4 4** **5 5 5** **6 6 6**	**P B R** **7 7 7** **8 8 8** **9 9 9** **10 10 10**	**P B R** **11 11 11**
READINESS (Kindergarten)					
5M-R4. Understand and apply appropriate units of measure, measurement techniques, and formulas to determine measurements.					
PO 1. Verbally compare objects according to observable and measurable attributes.		**P B R** **1 1 1** **2 2 2** **3 3 3**	**P B R** **4 4 4** **5 5 5** **6 6 6**	**P B R** **7 7 7** **8 8 8** **9 9 9** **10 10 10**	**P B R** **11 11 11**
PO 2. Communicate orally how different attributes of an object can be measured.		**P B R** **1 1 1** **2 2 2** **3 3 3**	**P B R** **4 4 4** **5 5 5** **6 6 6**	**P B R** **7 7 7** **8 8 8** **9 9 9** **10 10 10**	**P B R** **11 11 11**

Student: _____ Date of Birth: _____ SAIS Number: _____

STANDARD 5: MEASUREMENT AND DISCRETE MATHEMATICS	Comments	Emergent	Supported	Functional	Independent
READINESS (Kindergarten)		**See AST Score 1-3**	**See AST Score 4-6**	**See AST Score 7-10**	**See AST Score 11**
5M-R4. Understand and apply appropriate units of measure, measurement techniques, and formulas to determine measurements.					
PO 3. Order objects according to observable and measurable attributes.		**P B R** **1 1 1** **2 2 2** **3 3 3**	**P B R** **4 4 4** **5 5 5** **6 6 6**	**P B R** **7 7 7** **8 8 8** **9 9 9** **10 10 10**	**P B R** **11 11 11**

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LEVEL I, FORM 2-M MATHEMATICS
STRUCTURE AND LOGIC

STANDARDS STATUS REPORT
FUNCTIONAL AND READINESS LEVELS

SCORING: Use the Analytic Scoring Tool (AST) to determine the score for each essential skill the student demonstrates. Circle the score obtained in the appropriate column using the designated color for that review date. Items in parentheses are examples to help you frame your professional judgment. Examples are not exhaustive. Scoring is based on the listed examples or other similar tasks as noted in the comments section. Teachers should feel free to add any comments to clarify student skills; e.g., how student performs task by telling, drawing, printing, using computer, Brailler, or printed word. Use this form as a guide to enter the data in the web-based alternate assessment data entry system.

STANDARD 6: STRUCTURE AND LOGIC
Students use both inductive and deductive reasoning as they make conjectures and test the validity of arguments.

READINESS (Kindergarten)
Students know and are able to do the following:

STANDARD 6: STRUCTURE AND LOGIC	**Comments**	**Emergent**	**Supported**	**Functional**	**Independent**
READINESS (Kindergarten)		**See AST Score 1-3**	**See AST Score 4-6**	**See AST Score 7-10**	**See AST Score 11**
6M-R1. Use reasoning to solve mathematical problems in contextual situations.					
PO 1. Sort objects according to observable attributes.		**P B R** **1 1 1** **2 2 2** **3 3 3**	**P B R** **4 4 4** **5 5 5** **6 6 6**	**P B R** **7 7 7** **8 8 8** **9 9 9** **10 10 10**	**P B R** **11 11 11**
PO 2. Provide rationale for classifying objects according to observable attributes (color, size, shape, weight, etc.).		**P B R** **1 1 1** **2 2 2** **3 3 3**	**P B R** **4 4 4** **5 5 5** **6 6 6**	**P B R** **7 7 7** **8 8 8** **9 9 9** **10 10 10**	**P B R** **11 11 11**